

## Stage 3 - Plan Learning Experiences and Instruction

\_ How are you using technology as a teacher? How are your students using technology?

\_ .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(**H**) .2 Engage (**Hook**)

(**E**) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(**R**) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(**E**) .5 Formative Assessment - **Pre-Assessment:** (note:lesson 1 only), **Checking for Understanding:** and **Timely Feedback: (Evaluate)**

(**T**) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(**O**) .7 Students will be able to ..., (**Insert Facet Name**) **Product:** Type II Technology, **Number of Days:** (**Organize**)

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## Lesson 1

Consider the W.H.E.R.E.T.O. elements. (**L**)

(**W**)1.1 Students will understand that a well-organized and driven plot is vital to the effectiveness of a story (**Where**). Understanding plot will give you tools to understand real life situations, and will help you to create solutions to problems (**Why**). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (**What**)

(**H**) 1.2

(**E**)1.3 Students will know: Sequences and Timelines - How to design and carry out a timeline to develop a plot and events (**Equip**), Students will use a Story Map 1 to organize and materialize their ideas for the plot. Once this is complete, students will participate in a Gallery Walk to look at the ideas of their peers (**Explore**), These skills and information will allow each student to create an individual storyboard for their short story (**Experience**).

**(R)** 1.4 An Exit Ticket will be used to check for the student's understanding. The Exit Ticket will consist of a list of at least 5 topics that they are considering using as main points in their short story (**Rethink**), Students will have a checklist for themselves to keep track of the information they provided on the exit ticket (**Rethink&Revise**), Teacher will assess the validity of the ideas provided by each student, and will conference with each student individually about their ideas (**Revise&Refine**).

**(E)**1.5 Formative Assessment - **Pre-Assessment:** (Have a group discussion about techniques that make up a good story to know what to go over before starting), **Checking for Understanding:** Exit Ticket, **Timely Feedback:** Self, Teacher (**Evaluate**)

**(T)** 1.6 Tailors

**Verbal:** Students will be able to write in their storyboard to expand on their ideas.

**Logic:** Students will be able to demonstrate their logic when they are asked to set up the storyboard and organize the order of events for their story.

**Visual:** The story board will include images to help enhance the effectiveness of the portrayal of events for the story.

**Musical:** Students can also include any songs or lyrics that they think are essential to the event, and will have to explain the relevance to the event.

**Kinesthetic:** In the initial planning stage, students will be able to cut out their events and move them around until they are happy with the order they have decided on.

**Intrapersonal:** Students will have to opportunity to work on these story boards on their own in the classroom.

**Interpersonal:** Students will be provided with feedback from the teacher, and will also have the opportunity to discuss their ideas with their surrounding peers.

**Naturalist:** Students may have the opportunity to research places to use for their setting. They will be able to describe what it looks like, how it feels, and how the setting will influence the order of events in the story.

**(O)**1.7 Students will be able to decide the events that will make up the plot, (**Application**) **Product:** Storyboard, **Number of Days: (1-2)** Organize

## Lesson 2

Consider the **W.H.E.R.E.T.O.** elements. (**L**)

**(W)**2.1 Students will understand that a well-organized and driven plot is vital to the effectiveness of a story (**Where**). Understanding plot will give you tools to understand real life situations, and will help you to create solutions to problems (**Why**). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (**What**)

**(H)** 2.2

**(E)**2.3 Students will know: Sequences and Timelines - How to design and carry out a timeline to develop a plot and events (**Equip**), Students will use a Story Map 2 to elaborate on their ideas for the plot. They will then use a ThinkPad Brainstorm to work with their peers and talk about their ideas (**Explore**), Students will use Prezi to help them organize and demonstrate the main ideas of their plot (**Experience**).

**(R)** 2.4 A Definitions are Us will be used to evaluate the student's understanding of terms related to plot (**Rethink**), Students will also be given a worksheet to keep notes on related to the development of plot (**Rethink&Revise**), The teacher will assess the accuracy of the definitions provided by each student and return for feedback (**Revise&Refine**).

(E)2.5 Formative Assessment, **Checking for Understanding:** Definitions are Us, **Timely Feedback:** Self, Teacher (**Evaluate**)

(T) 2.6 Tailors

**Verbal:** Students will have to opportunity to use their verbal skills by writing descriptions on the Prezi slides.

**Logic:** Students will have to order their slides in a way that makes sense depending on their order of events.

**Visual:** The Prezi will provide visual learners with the opportunity to view the transitions and order of events by moving the Prezi slides.

**Musical:** Students will be able to link songs chosen in lesson 1 to their Prezi slides.

**Kinesthetic:**

**Intrapersonal:** Students will have the opportunity to work alone on this assignment.

**Interpersonal:** Students will be able to receive feedback from the teacher and surrounding peers on the effectiveness of the formation of their Prezi.

**Naturalist:**

(O)2.7 Students will be able to design a well-driven plot, (**Explanation**) **Product:** Prezi, **Number of Days: (2-3)** Organize

## Lesson 3

Consider the W.H.E.R.E.T.O. elements. (L)

(W)3.1 Students will understand that character development is essential to telling a successful and effective story (**Where**). Understanding character development will give you skills to relating to and understanding people in the real world (**Why**). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (**What**)

(H) 3.2

(E)3.3 Students will know: Important Events and People - How to effectively portray and develop multiple characters (**Equip**), Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters. They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers (**Explore**), Students will create a blog in journal format to express the views and opinions of a character in their short story (**Experience**).

(R) 3.4 A Fill in the Thought sheet will be used to prompt students in regards to important aspects of creating a characters personality (**Rethink**), Students will assess their work by determining what it is they want to include in the description of each character (**Rethink&Revise**), The teacher will provide feedback about the strength of the characteristics chosen by each student (**Revise&Refine**).

(E)3.5 Formative Assessment, **Checking for Understanding:** Fill in Thought, **Timely Feedback:** Self, Teacher (**Evaluate**)

(T) 3.6 Tailors

**Verbal:** Students will be able to use their verbal skills to express the characteristics of the characters selected for their story.

**Logic:** Students will be able to organize their blog in a way that makes sense to them, and they should be able to explain why they chose the organization they did.

**Visual:** Students will be able to add visuals to their blog to help enhance the development of their characters.

**Musical:** The student may choose to link music to the blog that they imagine their character would enjoy. This could help explain and develop the personality of their character.

**Kinesthetic:**

**Intrapersonal:** Students will be able to work on their blog posts individually.

**Interpersonal:** All students will have access to the blogs of their peers. This will allow for conversations to be had about the effectiveness and development of the characters.

**Naturalist:**

(O)3.7 Students will be able to represent the thoughts, personalities, and relationships of characters.

(Interpretation) Product: Blog, Number of Days: (1-2) Organize

## Lesson 4

Consider the W.H.E.R.E.T.O. elements. (L)

(W)4.1 Students will understand that character development is essential to telling a successful and effective story (**Where**). Understanding character development will give you skills to relating to and understanding people in the real world (**Why**). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (**What**)

(H) 4.2

(E)4.3 Students will know: Important Events and People - How to effectively portray and develop multiple characters (**Equip**), Students will use a Wheel Organizer to reflect on the unique quirks about their characters. They will then use a Team-Pair-Solo activity to receive additional feedback on the effectiveness of their characters (**Explore**), Characters will be interviewed about events, feelings, and other characters and their relationships (**Experience**).

(R) 4.4 Students will submit a Quick Write which discusses a specific character in great detail (**Rethink**), Students will be able to determine which key characteristics they want to continue, and any characteristics they might want to change about their characters (**Rethink**), Students will be able to assess the strength of their character after they are given the opportunity to create a write up (**Rethink&Revise**), The teacher will provide feedback on the strength of the character and their ability to write about them in depth (**Revise&Refine**).

(E)4.5 Formative Assessment, **Checking for Understanding:** Quick Write, **Timely Feedback:** Self, Teacher (**Evaluate**)

(T) 4.6 Tailors

**Verbal:** Students will be able to write down and articulate the opinions of their characters in an interview format.

**Logic:** Students will be able to organize and conduct their own interviews in a way that they feel will be effective.

**Visual:** Students have the option to create a visual production to express their interview.

**Musical:** Students have the option to do a vocal recording to show their interview. In this step music and other effects may be added to influence the effectiveness of the interview.

**Kinesthetic:** Students have the option to do a physical performance if they choose to do a visual recording for their interview.

**Intrapersonal:** Students have the option to work on their work alone if they choose.

**Interpersonal:** Students may seek help from their peers whether they choose to do a visual or audio production.

**Naturalist:** If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their interview by the characters.

(O)4.7 Students will be able to reflect on each of the characters and their purposes, (**Self-Knowledge**)

**Product:** Interview, **Number of Days:** (1-2) Organize

## Lesson 5

**Consider the W.H.E.R.E.T.O. elements. (L)**

(W)5.1 Students will understand that the language and syntax must be appropriate for the content of the story (**Where**). Understanding language and syntax will give you writing and speaking skills, which will help you in any job in the future (**Why**). "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." (**What**)

(H) 5.2

(E)5.3 Students will know: Vocabulary - How language influences the flow and the view of the audience (**Equip**), Students will use an Observation Chart to keep track of elements that may influence the reader. They will use a Team Project to test whether or not these elements are evident to other readers. (**Explore**) Create a review of the book by the author, and consider the author's opinion on how the book will be received by the audience (**Experience**).

(R) 5.4 Students will submit a One Sentence Summary of their purpose for their audience (**Rethink**), Students will have to be meticulous in what they choose to include in their sentence (**Rethink&Revise**), The teacher will provide feedback relating to the validity of the purpose provided by the student (**Revise&Refine**).

(E)5.5 Formative Assessment, **Checking for Understanding:** One Sentence Summary, **Timely Feedback:** Self, Teacher (**Evaluate**)

**Verbal:** Students will be able to write a script for a review of the story from the audience.

**Logic:**

**Visual:** Students will be able to create a visual presentation of their newscast to represent the review of the book.

**Musical:** Students will be able to include music into their newscast to help enhance it's effectiveness.

**Kinesthetic:** Students will choose how they want to act out their newscast to be recorded.

**Intrapersonal:**

**Interpersonal:** Students will be able to seek assistance from peers in order to create their visual production.

**Naturalist:** If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their book review.

(O)5.7 Students will be able to consider the view of the audience, (**Empathy**) **Product:** Newscast,

**Number of Days:** (2-3) Organize

## Lesson 6

**Consider the W.H.E.R.E.T.O. elements. (L)**

(W)6.1 Students will understand that the language and syntax must be appropriate for the content of the

story. **(Where)** Understanding language and syntax will give you writing and speaking skills, which will help you in any job in the future **(Why)**. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." **(What)**

**(H)** 6.2

**(E)**6.3 Students will know: Vocabulary - How language influences the flow and the view of the audience **(Equip)**, Students will use a Goal-Reason Web to discuss why they chose to target the audience they chose, and what elements influenced their decision. They will use a Numbered Heads activity to have their peers evaluate how their writing influences the audience **(Explore)**, Create a book cover or movie poster to reflect on the themes of the story, and make sure the images are appropriate to the intended audience **(Experience)**.

**(R)** 6.4 Students will participate in a Clicker, which will discuss the strengths and weaknesses of images related to audience interpretation **(Rethink)**, Students will be able to view feedback from their peers and themselves in the assessment **(Rethink&Revise)**, The teacher will be able to assess the student's feedback and will be able to provide the students with more information relating to the view and impressions of the audience **(Revise&Refine)**.

**(E)**6.5 Formative Assessment, **Checking for Understanding:** Clickers, **Timely Feedback:** Self, Teacher **(Evaluate)**

**(T)** 6.6 Tailors

**Verbal:** Students will be able to add words to their visual in order to express the views from the audience.

**Logic:** Students will need to choose an appropriate representation of the influence they believe their story will have on the audience.

**Visual:** Students will create a visual representation of the view of their story from the audience.

**Musical:**

**Kinesthetic:**

**Intrapersonal:** Students will be able to work on this assignment on their own.

**Interpersonal:** Students will be able to seek assistance and conversation from their peers about the effectiveness and appropriateness of their visual.

**Naturalist:** Students will be able to express the setting through visuals. Setting is vital to the effectiveness of the story.

**(O)**6.7 Students will be able to aim the story at a particular age group, **(Perspective)** **Product:** Poster,

**Number of Days:** (1-2) Organize

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